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ABSTRACT

An eight-year study of the academic performance and dropout rate of Chicano students majoring in law enforcement was conducted at San Jose City College. The study revealed that during the first semester Chicano students had a higher dropout rate and lower grades than the class as a whole. However, by the second year, the dropout rate was not significantly different from the total class average; and during the last three years of study, the Chicano students were getting a high percentage of the top grades in the class. A second phase of the study sought to include Chicano students from 18 other community colleges in California. A questionnaire was administered to all law enforcement majors in these colleges to measure personal attitudes and expectations about a career in law enforcement. Verbal comments and responses contributed by the students after the questionnaire were also recorded. Some of the basic findings were that the percentage of Chicano students majoring in law enforcement is higher than the statewide percentage of Chicano citizens and that after the first semester, the Chicano student does not differ academically from the non-Chicano student. A chi square formulation was used to analyze the responses for significant differences, and several differences were identified. The survey instrument and statistical tables are appended. (BM)

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The Measurement of Attitudes of Chicano Freshmen Who Are Preparing for a Criminal Justice Career

by

George T. Payton

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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San Jose Community College District
San Jose, California
VEA Project #43-69658-C-3-701

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STUDY OF MINORITY PROBLEMS FOR CRIMINAL JUSTICE MAJORS

VEA Project #4-8-0658-CJ-701
George T. Payton, Project Coordinator

Phase #1 EIGHT YEAR STUDY

I conducted a study covering the eight years from 1966 to 1973 at San Jose City College to determine the exact nature and degree of high grades received for Chicano students, and their dropout rate while in the Law Enforcement program

This information is plotted out in tables I and II.

Generally speaking, the Eight Year Study shows that the Chicano student majoring in Law Enforcement has a higher dropout rate than the class as a whole during the first semester, but in his second year, the Chicano student has the same dropout rate as the class as a whole.

Gradewise, the Chicano student appears to be getting a higher percentage of the top grades at the end of the eight year period than he did at the beginning. Although the table does not reflect this information, in the last three years of the study some of the Chicano students obtained the highest grades in the class on a point score basis.

Despite this, however, the average Chicano grade was lower than that for the class as a whole. When the Chicano student first starts college, his grades are quite low, and then improve if he survives the first semester. Once the Chicano student sticks with the program, his grades usually show a dramatic improvement by the time that he finishes. It appears that he gains more self confidence in his abilities. Although the Chicano student has poorer attendance than the class as a whole in the beginning, after the first year his attendance is better than the class as a whole.

This would point up the need for more study assistance during the Chicano student's first semester or year in college.

Phase #2 STUDY OF CRIMINAL JUSTICE MAJORS AT EIGHTEEN CALIFORNIA COMMUNITY COLLEGES

In an effort to compare the Chicano Law Enforcement majors at San Jose City College with Chicano Law Enforcement majors in other parts of the state, a questionnaire was developed to measure personal attitudes and the expectations about the job for which the Chicano student was preparing.

The questionnaire consisted of a statistical data page concerning the students who were taking the questionnaire. There followed 60 statements to which the student could respond by indicating whether he strongly agreed, agreed, was undecided, disagreed or strongly disagreed.

The statements covered the following areas:

(1) Expectations about policework.....1 through 20
(2) Attitudes about the family.....21 throough 25
(3) Attitudes about personal freedom and censorship....26 through 34
(4) Attitudes about law and the courts.....35 through 43
(5) Attitudes about policework.....44 through 52
(6) Attitudes about criminals.....53 through 55
(7) Attitudes about punishment.....56 through 60

The questionnaire was given to classes in nearby colleges in an effort to smooth out the rough spots. As a result the questionnaire was continually refined and reworded until it was felt that the students were able to clearly understand each question. These classes were also used to develop the most common reasons that students had for beginning a career in the field of law enforcement. From the list, eight were chosen to be put on the questionnaire as a multiple choice statement.

The questionnaire is attached to this report and is found in appendix B.

The questionnaire was personally administered to law enforcement classes in eighteen community colleges throughout the State of California.

The purpose for personally administering the questionnaire rather than mailing to the various instructors, was an attempt to also talk to the students in the class and get a "gut feeling" about their attitudes, and to discuss what the reasons might be for a student answering one of the statements a certain way.

The questionnaire was not presented to the class as a "Chicano" study, but rather as a general questionnaire for all law enforcement students. It was presented as an attempt to better know and understand the feelings of present day law enforcement students.

The list of colleges that were tested, and the percentage of Chicano students in the classes is found in Table III.

The breakdown of other information can be found on Table IV and V, and on Chart I.

A detailed report on the information derived from this study would take over a semester because the Stanford computer printout amounted to over 1,500 pages.

Some of the basic information from this study will be given as follows:

(1) The percentage of Chicano students majoring in law enforcement is higher than the statewide percentage of Chicano citizens. This would indicate that there is a greater than normal interest in the field of law enforcement among Chicano students.

(2) From an academic standpoint, the Chicano student has more than his share of problems in the first semester, but after that there is little difference between the Chicano and non Chicano.

(3) A Chi Square formulation was worked out on the responses for significa differences, and the following are some of the areas where there were significant differences:(Significance at the .05 level)

(a) The major difference between the Chicano and non Chicano student as far as statistical background is concered, is that almost three times as man Chicano parents were not born in the United States as compared to non Chicano students. There was also a 20% higher arrest rate within the family.

(b) The difference in response between those working in the police field as compared to those not working in the field was greater than that between Chicano and non Chicano. This was tested for both the total population of the study as well as for Chicano police officers compared to Chicano non police officers

(c) Chicano students are less willing to believe that police administrators are willing to hire them then are Anglo students.

(d) Chicano students tend to believe that minority citizens prefer minority officers when they need assistance. Anglo students tend to be undecided on this matter.

(e) There is a tendency for Chicano students to believe that only minority officers should work in minority areas. Anglo student dissagree.

(f) Chicano students tend not to believe that minority criminals expect minority officers to give them a special break. Anglo students tend to accept this belief.

(g) Twice as many Chicanos as Anglos strongly believe that entrance tests are more difficult for minorities.

(h) Chicano students felt strongly that it is harder for a Chicano to get a good score on an oral board. The Anglo students felt just the opposite.

(i) Both Chicano and Anglo students tended to feel that an officer should <u>not</u> have to live in the area where he worked.

(j) Chicano students tended to believe that it was harder for a minority officer to get promoted, yet 35.2% were undecided. Anglo students tended to think that this was not so.

(k) Both Chicano and Anglo students felt that one of the most difficult problems in policework would be when a good friend asks you to give him a break because you are good friends.

(l) Both Chicano and Anglo students had very strong feelings against policemen receiving any type of money reward for good deeds.

(m) Both Chicano and Anglo students seemed to be evenly split on their feelings about an officer accepting a free meal on his beat when the owner offers it to him.

(n) Both Chicano and Anglo students tend to dissagree that policemen are not paid much in California. About 20% of both groups were undecided.

(o) More Chicanos than Anglos tended to feel that most young minorities in this general area hate policemen.

(p) There was a greater tendency among Chicano students to feel that most parents do not understand their childrens problems. (The high percentage of Chicano parents born outside of the United States would bring a culture conflict to bear here) The difference was not very significant statistically.

(q) There was a significant difference among the Chicano students as opposed to Anglo students concerning whether a person should obey laws that he personally feels are bad laws. The Chicano student tended to feel that they should not be obeyed.

(r) More Chicano than Anglo students tended to be concerned about too much parental control.

(s) There was a major split between both Chicano and Anglo students as to whether most criminals came from poor families. The tendency was for both groups to dissagree with the statement, with a larger group of Chicanos strongly dissagreeing.

(t) There was the tendency of Chicano students to differ with the Anglo studnnts about morals and censorship. A large percentage of Chicano students were undecided. They did, however, show a slight trend of being more conservative in their views.

(u) Although both groups of students felt that a policeman should <u>not</u> enforce only those laws that he felt were just, there was a greater percentage of Chicanos over Anglos, who felt that they should.

(v) The Chicano students tended to feel that a good home was the solution to juvenile delinquency. The Anglo students tended to dissagree.

(w) There was a general tendency among the Chicano students to have a greater distrust of the criminal justice system than did the Anglo. Strangely enough, although it was a small group, they also had a higher percentage than did the Anglo.

(x) Although more Chicano students think policemen are honest than do Anglo students, the Chicano students have a greater tendency than Anglos in feeling that policemen do not perform their job in the manner that they should.

(y) In regards to criminals, the Chicano student trusts them less than the Anglo student, yet he tends to be for less harsh. treatment of criminals, and is more idealistic than the Anglo in his hopes that criminals can be rehabilitated.

(z) The Chicano student was entering the field for more idealistic reasons than the Anglo student. However the degree of idealism amongst all students was very high.

(4) After the questionnaire was administered, the students were asked for any comments. A special effort was made to talk to Chicano students after the classes. Especially at San Jose City College, Fresno City College and East Los Angeles College.

The comments were most interesting. A lot of the students were their 5th and 6th semester. When asked why, many of the Chicano students stated that they had first majored in Brown Studies, and after getting their degree, walked the streets looking for a job while their friends, who had majored in law enforcement, were starting at $1,000 a month plus fringe benifits. They stated that they had come back to college to start over and major in an area where they would get a good job.

The far majority of the Chicano students with whom I talked were very much job orientated, apart from their desire to help the community.

It soon became obvious as I visited various colleges througout the state that there was a great variation in the so called Chicano student. This same observation has been made by leaders in the Mexican American community.

I was very surprised at the number of Chicano students who objected to the use of the word "Chicano". Especially in the Los Angeles area. Many scratched out the word "Chicano" on the questionnaire and wrote Mexican-American.

At Fresno City College, many Chicano students were upset with the Fresno Police Department. The department, in an effort to recruit more Chicano officers, made up a special examination which the students felt was at about the 5th grade level.

They looked upon it as an insult, and most of them from the college refused to take the job. When asked why, they stated three main reasons:

(1) Any lowering of qualifications for Chicanos was an indication that they were inferior.

(2) For the rest of their career they would have to live with the stigma and possible kidding of fellow officers that they got in "the back door".

(3) They wanted a job that they would be able to take pride in.

A very high percentage of Chicano students indicated on the questionnaire, and in general conversation, that they wanted a job where they would have self respect and pride in the job. It was higher than it was for Anglo students.

In the questionnaire over 76% of the Chicano students indicated that Chicanos should <u>not</u> be given any special break on the entrance examination. 10% were undecided. This was so even when it was for a limited time until the number of Chicano officers equaled their ratio in the community.

The 1500 pages of computer printout was too voluminous for a detailed report. If it is desired, a followup can be added later.

TABLE I

STATISTICAL DATA REGARDING CHICANO STUDENTS IN FIRST YEAR CRIMINAL LAW CLASSES AT SAN JOSE CITY COLLEGE
(An eight year study - 1966 - 1973)

DATA	YEAR OF CLASS								
	1966	1967	1968	1969	1970	1971	1972	1973	Average %
Number of Chicanos in the class	18	15	31	29	67	89	92	78	*
Percentage of Chicanos the number represents	20%	12%	21%	17%	26%	27%	27%	24%	21.7%
Drop-out rate of whole class by percentage	24%	20%	25%	11%	25%	25%	29%	29%	23.5%
Drop-out rate of Chicanos by percentage	33%	47%	23%	20%	34%	31%	38%	33%	32.4%
Percentage of A & B grades obtained by Chicano students	12.5%	4.2%	10.1%	11.4%	8.2%	17.1%	15.7%	20.3%	12.4%

* In 1973 there was an overall drop in the day program (at SJCC) of about 10% which would make the number "78" more significant in retrospect.

** Criminal Law Classes are graded on the curve.

TABLE II

STATISTICAL DATA REGARDING CHICANO STUDENTS IN SECOND YEAR CRIMINAL INVESTIGATION CLASSES AT SAN JOSE CITY COLLEGE
(An eight year study - 1966 - 1973)

DATA	YEAR OF CLASS								
	1966	1967	1968	1969	1970	1971	1972	1973	Average
Number of Chicanos in the class	4	6	5	11	6*	20	18	19	
Percentage of Chicanos in the class	11%	21%	09%	27%	10%	23%	29%	19%	18.6%
Dropout rate of class as a whole	09%	09%	09%	09%	09%	08%	08%	08%	8.6%
Dropout rate of Chicanos by percentage	0%	0%	0%	09%	08%	08%	08%	08%	5.1%
Percentage of A & B Grades obtained by Chicnao students	13%	12%	5%	25%	16%	25%	16.6%	13.3%	15.7%

* In 1970, due to college financial problems, a second Criminal Investigation class was cancelled (one week after the beginning of the semester) because it only had 28 students in it. A great n number of those students had to return in 1971 and take the class.

** Criminal Investigation Classes are graded on the curve.

TABLE III

COLLEGES USED IN THE STUDY, AND THE PERCENTAGE OF CHICANO STUDENTS IN THOSE COLLEGES

COLLEGE	LOCATION	% OF CHICANOS
San Joaquin Delta	Stockton	17.6%
Chabot	Hayward	5.5%
Ohlone	Fremont	9.8%
Gavilan	Gilroy	88.8% *
Santa Ana	Santa Ana	0.0%
Cabrillo	Aptos (Santa Cruz)	7.1%
College of San Mateo	San Mateo	6.3%
Rio Hondo	Whittier	29.1%
San Jose City College	San Jose	24.0%
Miramar	Mira Mesa (San Diego)	8.0%
Southwestern	Chula Vista	18.8%
East Los Angeles	Los Angeles	58.0%
Contra Costa	San Pablo	5.0%
Fresno City College	Fresno	20.0%
Merced College	Merced	17.0%
San Francisco City	San Francisco	10.0%
Hartnel	Salinas	9.6%
Monterey Peninsula	Monterey	7.0%

Actual percentage of 1222 students tested - 21%

* (Gavilan is a small college in an agricultural community and there were only 9 students in the Introduction to Criminal Justice class surveyed. 8 of them were Chicano).

TABLE IV

REASONS LISTED BY STUDENTS FOR ENTERING THE FIELD

THE EIGHT CHOICES OFFERED

(1) I have an interest in helping people and protecting the community ☐
(2) I feel that it is interesting and exciting work that has variety ☐
(3) I feel that the job is self fulfilling and rewarding. I would receive personal satisfaction and have pride in the job ☐
(4) The job offers security, good pay, fringe benefits and opportunity ☐
(5) It is a job that offers challenge, and I need a challenge ☐
(6) I would enjoy a position of authority ☐
(7) I want to change the field for the better ☐
(8) I am really undecided. I am just not sure at this time ☐

REASONS BY NUMBER	ALL STUDENTS	NON-CHICANO	CHICANO
#1	28.5%	27.3%	32.3%
#2	17.4%	19.2%	11.4%
#3	29.6%	28.4%	33.4%
#4	9.7%	10.0%	8.6%
#5	3.5%	3.8%	2.6%
#6	.1%	.1%	.2%
#7	2.9%	2.8%	3.0%
#8	8.3%	8.3%	8.4%

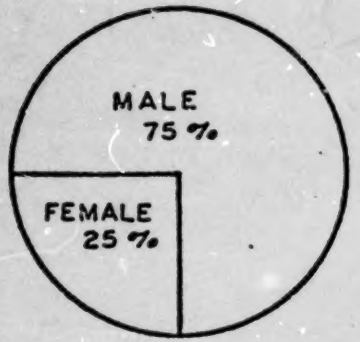
TABLE V

FACTORS THAT WOULD BE LIKELY TO INFLUENCE ATTITUDES
AND THEIR BREAKDOWN BY PERCENTAGE

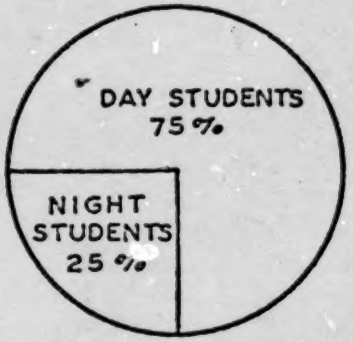
FACTOR	ALL STUDENTS	NON-CHICANO	CHICANO
RELATIVE IN LAW ENFORCEMENT	37.4%	37.3%	37.7%
NOW WORKING IN FIELD: FULL-TIME	14.2%	14.4%	13.2%
PART-TIME	8.2%	8.3%	7.8%
ARREST IN FAMILY	35.1%	31.1%	50.2%
FATHER NOT BORN IN UNITED STATES	15.4%	10.6%	33.5%
MOTHER NOT BORN IN UNITED STATES	14.3%	11.3%	25.6%
SEX: .....MALE	75.0%	74.0%	78.0%
.....FEMALE	25.0%	26.0%	22.0%
AGE: .....UNDER 20	35.0%	36.0%	32.7%
20 - 25	39.0%	37.0%	47.1%
26 - 30	14.0%	13.3%	13.1%
OVER 30	12.0%	13.7%	7.1%
WHEN ATTENDING COLLEGE: .....DAY.....	75.0%	76.0%	71.0%
EVENING.	25.0%	24.0%	29.0%
YEAR IN COLLEGE: ....., FRESHMAN	49.0%	49.2%	53.3%
SOPHOMORE	44.0%	43.2%	42.0%
BEYOND 4 SEM.	7.0%	7.6%	4.0%

CHART I

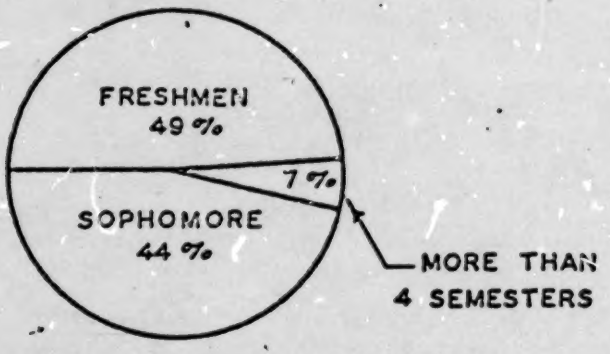
PROFILE OF ALL STUDENTS SAMPLED



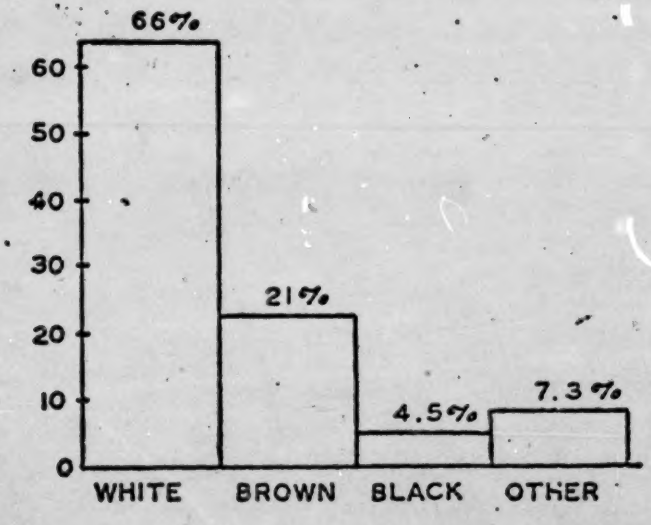
MALE - FEMALE



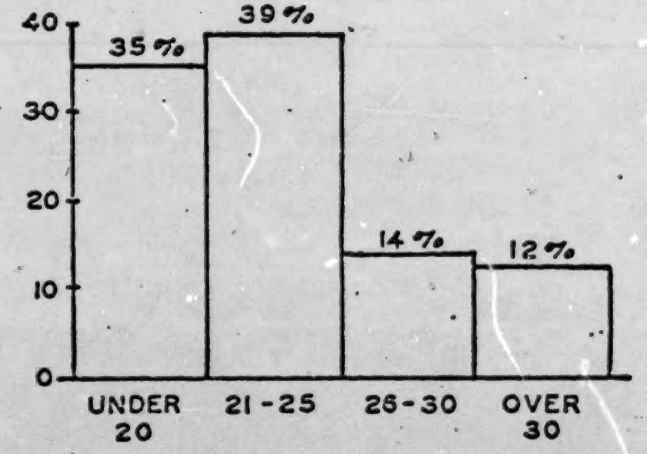
DAY STUDENT- NIGHT STUDENT



YEAR IN COLLEGE



ETHNIC ORIGIN



AGE GROUP

RESEARCH METHODS AND PROCEDURES

Development of the Prospectus

Once the topic of this study was selected, a statement of the problem was written and a proposed methodology developed based on questions that needed to be answered. Several hypothesis were then stated and the limitations and delimitations established. Alterations in the original research design were made as a result of discussions with the doctoral committee.

Development of the Survey Instrument

Although the original population for the research was intended to be the Criminal Justice students at San Jose City College, Fresno City College and San Diego City College, a research grant from the Chancellor's Office of California Community Colleges, plus receiving sabbatical leave for the Spring semester of 1974, enabled the researcher to extend the population of the study to the Criminal Justice students of eighteen community colleges throughout the State of California. The sabbatical leave also enabled the researcher to personally administer the survey instrument and to interview both instructors and students after the questionnaire was administered.

The first step involved a study of the attendance and grade sheets for Criminal Justice majors at San Jose City College going back eight years. The purpose of this study was to establish factual data regarding the percentage of Chicano students who were majoring in the area of Criminal Justice, their dropout rate, and their grades as compared to the class as a whole. The study covered the years 1965 to 1973. First year students were also compared with second year students. The information obtained from this study was to be used in the development of the major survey instrument.

Contact was then made with graduate students who were now work-

ing full-time on local departments. They were interviewed to determine whether they were having special problems in their jobs because they were Chicanos. They were asked to compare their expectations about the job before they entered the field, and to note any that were significantly different from the realities of the job as they now saw it.

From these interviews and from researching the area of testing attitudes, a questionnaire was developed to determine both expectations and attitudes about policework and the general administration of justice.

A number of statements were also included that touched on some of the major controversial issues in present day law enforcement.

In order to test hypothesis I, II, and IV, statements were developed to be included on the questionnaire. Ten statements were developed for each hypothesis. Two of the statements were used on two different tests. The testing procedure for hypothesis III would be developed later by asking the first three hundred students taking the questionnaire to write down their reason for entering the field. From these responses, eight of the most popular reasons would be put into a multiple choice type statement. The students taking the survey after this point would be able to pick one of the eight answers listed. The statements that were used to test the various hypothesis were spread throughout the questionnaire for purposes of increased reliability.

The breakdown of these questions is as follows:

Hypothesis #1 : (Job expectations) Statements 3, 7, 11, 12, 20, 47, 48, 51, and 54.

Hypothesis #2 : (Attitudes between Anglo and Chicano students) Statements 14, 23, 26, 33, 39, 42, 43, 44, and 53.

Hypothesis #3 : The eight responses were put on the first page of the questionnaire under heading "H". The eight choices are also listed on page

Hypothesis #4 : (Attitudes between Chicano officers and Chicano students) Statements 17, 18, 24, 36, 37, 41, 44, 55, 57, and 59.

The statements on the questionnaire were then tested on non-Criminal Justice majors for the purpose of establishing clarity in the wording. It was then tested on Criminal Justice majors in colleges that were close by, but were not to be used as test colleges in the major study.

After each group was given the questionnaire, the students were asked for comments, and certain statements were changed until clarity was obtained. With the help of a research specialist, the form of the questionnaire was adjusted so that the information could easily be adapted to computer punch cards. The questionnaire was set up so that it did not appear to be specifically testing any one group of students, but just the class in general. The questionnaire contained sixty statements to which the student could respond with Likert type responses of; I Strongly Agree; I Agree; I am Undecided; I Disagree; and I Strongly Disagree.

It was not intended that all of this information would be used in this one study since it is quite extensive. A time test was conducted with sample students, and it showed that the average student could fill out the statistical face page and respond to the sixty statements well before the normal class period of fifty minutes was up. It was therefore felt that all of the information should be sought at this time and some of it used in a later study. It could also be used by others for a comparative study after a few years. Since arranging to administer the questionnaire to so many community colleges throughout the state is so time and expense involved, it was thought that it would be advisable to include a larger number of statements than would be needed to test the hypothesis, and in that way make full use of the time and effort involved in administering such a questionnaire.

The first page of the questionnaire contained statistical data involving seventeen areas such as the college, whether it was a day or an evening class, the sex and ethnic background of the student, which semester the student was in, the student's age group, his major, and other confidential information about the student and his family background.

When the questionnaire was first administered, approximately the

first three hundred students were asked to write down their reason for entering the field of criminal justice. From this information eight major reasons were established and then added to the questionnaire as a multiple choice response. The response was accomplished by putting a check mark in one of a series of small boxes after each stated reason.

The eight choices are as follows:

(1) I have an interest in helping people and protecting the community.

(2) I feel that it is interesting and exciting work that has variety.

(3) I feel that the job is self fulfilling and rewarding, I would receive personal satisfaction and have pride in the job.

(4) The job offers security, good pay, fringe benifits and opportunity

(5) It is a job that offers challenge, and I need a challenge.

(6) I would enjoy a position of authority.

(7) I want to change the field for the better.

(8) I am really undecided and just not sure at this time.

Selection of Colleges to be Used in Study

Since the literature studied in Chapter II indicated that Chicano students are not the same in all parts of the state, it was decided to survey at least four colleges that have large Chicano enrollments and which were widely separated in distance. The four colleges chosen were San Jose City College; East Los Angeles College; Southwestern College; and Fresno City College.

The other factors used were varying size of enrollment, different socio-economic makeup of students, and areas that have different geographical peculiarities. Examples would be San Francisco City College with its cosmopolitan environment, Merced City College with its agricultural enviornment, and Monterey Peninsula College with its influence from the military. None of the community colleges from the far northern part of the state were used in the study because of the generally low enrollments in those colleges, and the few number of Criminal Justice majors.

Colleges Selected for the Survey

The eighteen colleges selected for the survey are listed in the order they were tested:

1. San Joaquin Delta College
2. Chabot College
3. Gavilan College
4. Cabrillo College
5. Ohlone College
6. College of San Mateo
7. San Jose City College
8. Santa Ana College
9. Rio Hondo College
10. Miramar Community College
11. Southwestern College
12. East Los Angeles College
13. Contra Costa College
14. Fresno City College
15. Merced City College
16. Hartnell College
17. Monterey Peninsula College
18. San Francisco City College

(1) I would like to ask your help. As part of my doctoral studies, I am conducting a survey at various community colleges throughout the state.

(2) The purpose of this questionnaire is to help instructors better understand their students, and as a result do a better job of educating them.

(3) All you have to do is read the statement and then circle one of responses under the statement. There is a sample at the bottom of the first page. (Point it out on sample questionnaire)

Look at it for a minute and if you have any questions please let me know.

(4) Remember, there are no right or wring answers. I am just interested in knowing how you, as an individual human being, feel about certain things. Don't look at your neighbor's paper to see what he has answered because you are a different person than he or she, and you have your own thoughts.

(5) Do not put your name on the questionnaire. We are interested in knowing HOW you feel, not WHO you are.

(6) Do not spend too much time thinking about your answer. If you cannot make up your mind right away, circle the response marked "UNDECIDED", and move on to the next one.

(7) If you have more than four semesters or quarters in college, write the number on the questionnaire next to CC-8, on the right side.

(8) Remember that question #11 asks for only one answer. You will probably feel that more than one answer applies to you, but the purpose of this question is to make you choose the most important reason.

(9) Leave the spaces in the upper right hand corner blank. These are the ones dealing with the college and whether the class is in the day or evening. I will fill that in myself with a special code.

Yellow paper was chosen for the questionnaire because it tends to gain more attention from the student or person taking the questionnaire. It was printed professionally because this usually obtains a better response according to publications on questionnaires. Each questionnaire had a blank page on top of the first page. The purpose of this page was to stop the person in the next seat from seeing any of the confidential information that the student put on the first page.

An attempt was made to include as many night classes as possible in the study so that a comparison could be made between the day and night classes. The fact that some of the night classes were held off campus and being held only on certain evenings, contributed to the problem of including a larger number in the study. About 25% of all the students tested were from night or evening classes. It was felt that this was enough of a sample to use in comparison testing.

The total number of Criminal Justice students tested in the overall study was 1,222. It was felt that this was a good sample. The only limitations were the number of students who were absent from classes on the day or evening the questionnaire was administered. Statistically the population was large enough so that those students who were absent would not have significantly changed any patterns.

Analysis of the Data

The questionnaires were coded on the right hand column of the page so that the information could be easily transferred to punch cards. The information was then transfered to two sets of punch cards. They were kept at different locations in case of fire or theft. A program was then developed by a professional computer programmer to obtain the following information by number and percent of that particular classification:

(1) Sex.....Male and female

(2) Race.....Anglo, male and female
Chicano, male and female
Black, male and female
Other, male and female

(3) Age.....Under 20
20 to 25
26 to 30
Over 30

(4) Semester.... Freshman
Sophomore
Beyond above

(5) Relative in Law Enforcement....Yes
(either now or was) No

(6) Arrest in family.....Yes
No

(7) Language spoken at home.....None
(other than English.) Spanish
Italian
Portuguese
Other

(8) Parents born in the United States...Mother....-Yes
No
Father.... Yes
No

(9) Day or evening student.....Day
Evening

(10) College attending (Special code) put in by researcher.

(11) Why entering field..... 1 through 8

(12) Working in Criminal Justice field now....Full-time
Part-time

This information was programmed for response to each of the 60 statements in the questionnaire. Two questions were added to determine whether the student was now working for some Criminal Justice agency.

The program was run on the San Jose City College computer for the purpose of developing an overall picture of the Criminal Justice student in California community colleges. A sample of the questionnaire is

found in Appendix A. The results of the survey are covered in Chapter IV.

From the first computer printout, a general picture was obtained. The next step was to extract data that would test the hypothesis. This would involve a special computer program that would test for Chi Square.

The data cards were then run on an IBM 360/67, and then a "canned" SPSS Executive program was run on the computed data. The program was run for all variables, but especially for Anglo compared to Chicano, and for Chicano pre-service compared to Chicano officers working in the field.

It was run on the responses of all 60 statements, and on the responses to the eight choices indicating the reason for entering the field. The computer printout on this information amounted to over 1,500 pages. The response information from the special statements that were pre-selected to test the four hypothesis was then extracted and analyzed.

DO NOT WRITE IN THIS SPACE	
COLLEGE	CC 1
DAY / EVENING	CC 2

QUESTIONNAIRE

ALL ANSWERS ARE CONFIDENTIAL
DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE

PERSONAL DATA (PLEASE PLACE AN "X" IN THE RIGHT BOX)

(A) SEX ..... Female (1) ☐ Male (2) ☐ CC 3

(B) AGE ..... Under 20 (1) ☐ 20–25 (2) ☐ 26–30 (3) ☐ Over 30 (4) ☐ CC 4

(C) ETHNIC ORIGIN ..... White (1) ☐ Chicano (Latin) (2) ☐ Black (3) ☐ Other (4) ☐ CC 5

(D) IF A LANGUAGE OTHER THAN ENGLISH IS SPOKEN AT HOME, WHAT IS IT?

None (0) ☐ Spanish (1) ☐ Italian (2) ☐ Portuguese (3) ☐ Other (4) ☐ CC 7

(E) WHAT SEMESTER (OR QUARTER) ARE YOU NOW IN?..... 1st (2) ☐ 2nd (2) ☐ 3rd (3) ☐ 4th (4) ☐ CC 8

(F) ARE YOU A CRIMINAL JUSTICE OR ADMINISTRATION OF JUSTICE MAJOR?.... Yes (1) ☐ No (2) ☐ CC 9

(G) IF THE ANSWER TO "F" IS YES, WHAT PARTICULAR FIELD ARE YOU PLANNING TO ENTER?

Police (1) ☐ Courts (2) ☐ Private Security (3) ☐ Juvenile (4) ☐ Corrections (5) ☐ CC 10
Other (6) ☐

(H) MARK AN "X" AFTER THE MOST IMPORTANT REASON THAT YOU HAVE FOR ENTERING YOUR CHOSEN FIELD. MARK ONLY ONE.

(1) I have an interest in helping people and protecting the community ..... ☐
(2) I feel that it is interesting and exciting work that has variety ..... ☐
(3) I feel that the job is self fulfilling and rewarding. I would receive personal satisfaction and have pride in the job ..... ☐
(4) The job offers security, good pay, fringe benefits and opportunity ..... ☐
(5) It is a job that offers challenge, and I need a challenge ..... ☐
(6) I would enjoy a position of authority ..... ☐
(7) I want to change the field for the better ..... ☐
(8) I am really undecided. I am just not sure at this time ..... ☐

(I) CONFIDENTIAL FAMILY INFORMATION

(1) Was your mother born in the United States ..... Yes (1) ☐ No (2) ☐ CC 11
(2) Was your father born in the United States ..... Yes (1) ☐ No (2) ☐ CC 12
(3) Do you (or did you) have a relative in law enforcement? ..... Yes (1) ☐ No (2) ☐ CC 13
(4) Is your present family from outside of California? ..... Yes (1) ☐ No (2) ☐ CC 14
(5) Have you or a member of your family ever been arrested? ..... Yes (1) ☐ No (2) ☐ CC 15
(6) Have you or a member of your family ever been to jail? ..... Yes (1) ☐ No (2) ☐ CC 16

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

The purpose of the following statements is to test your personal feelings about these statements. Because of this, it is best not to give too much thought to your answer

Read the statement carefully and then circle the answer that most closely represents the first thought that comes to your mind.

There are no right or wrong answers. Just the answer that tells how you personally feel about it.

EXAMPLE

FLYING SAUCERS REALLY DO EXIST

(1) I STRONGLY AGREE (2) I AGREE (3) I'M UNDECIDED (4) I DISAGREE (5) I STRONGLY DISAGREE

TODAY, POLICE ADMINISTRATORS ARE ANXIOUS TO HIRE MINORITY POLICEMEN.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 17

(2) TODAY MODERN ANGLO POLICE OFFICERS ARE MORE INCLINED TO ACCEPT MINORITY OFFICERS AS PARTNERS THAN THEY WERE IN YEARS PAST.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 18

(3) WHEN MINORITY CITIZENS CALL FOR POLICE ASSISTANCE, THEY PREFER TO HAVE MINORITY OFFICERS ANSWER THE CALL.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 19

(4) MINORITY POLICE OFFICERS USUALLY TREAT MINORITY CRIMINALS BETTER THAN ANGLO OFFICERS

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 20

(5) ONLY MINORITY OFFICERS SHOULD WORK IN GHETTO OR LARGE MINORITY AREAS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 21

(6) SINCE THERE ARE SO FEW MINORITY OFFICERS, MINORITIES SHOULD BE ACCEPTED WITH LOWER EXAMINATION SCORES THAN ANGLOS UNTIL DEPARTMENTS HAVE THEIR PROPER SHARE OF MINORITIES.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 22

(7) MINORITY CRIMINALS EXPECT TO RECEIVE A SPECIAL BREAK WHEN THEY ARE ARRESTED BY MINORITY OFFICERS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 23

(8) IT IS MORE DIFFICULT FOR MINORITIES TO PASS WRITTEN POLICE ENTRANCE EXAMINATIONS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 24

(9) IT IS HARDER FOR A MINORITY POLICE APPLICANT TO GET A HIGH SCORE ON AN ORAL BOARD INTERVIEW THAN IT IS FOR AN ANGLO.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 25

(10) MINORITY POLICE OFFICERS WORK BETTER WITH AN ANGLO PARTNER THAN THEY WOULD WITH ANOTHER OFFICER OF THE SAME MINORITY.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 26

(11) POLICE OFFICERS WORKING IN GHETTO OR LARGE MINORITY AREAS SHOULD LIVE IN THAT AREA.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 27

(12) IN THIS COMMUNITY AREA, THE AVERAGE ANGLO CITIZEN WOULD RATHER HAVE AN ANGLO OFFICER RESPOND TO A CALL FOR ASSISTANCE THAN THEY WOULD A MINORITY OFFICER.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 28

(13) IT IS HARDER FOR A MINORITY OFFICER TO GET PROMOTED THAN IT IS FOR AN ANGLO OFFICER

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 29

(14) ONE OF THE MOST DIFFICULT PROBLEMS IN POLICEWORK IS WHEN A GOOD FRIEND ASKS YOU TO GIVE HIM A SPECIAL BREAK BECAUSE YOU ARE GOOD FRIENDS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 30

(15) POLICEMEN SHOULD BE ALLOWED TO RECEIVE MONEY REWARDS FROM CITIZENS WHEN THEY HAVE DONE A GOOD JOB AND THE CITIZEN WANTS TO SHOW HIS APPRECIATION.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 31

(16) A GOOD POLICEMAN IS NEVER AFRAID OF DANGEROUS SITUATIONS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 32

(17) A POLICEMAN SHOULD BE ALLOWED TO ACCEPT A FREE MEAL FROM A RESTAURANT ON HIS BEAT IF THE OWNER OFFERS IT TO HIM.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 33

(18) POLICEMEN ARE NOT PAID VERY MUCH IN CALIFORNIA.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 34

(19) MOST YOUNG MINORITIES IN THIS GENERAL AREA OR COMMUNITY HATE POLICEMEN.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 35

(20) A PERSON WHO HAS BEEN CONVICTED OF ANY CRIME, OTHER THAN A TRAFFIC OFFENSE, SHOULD NOT BE A POLICEMAN.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 36

(21) MOST PARENTS DO NOT UNDERSTAND THEIR CHILDREN'S PROBLEMS.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 37

(22) THE MOST IMPORTANT PART OF ANY SOCIETY IS THE FAMILY.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 38

(23) A PERSON SHOULD NOT HAVE TO OBEY LAWS THAT HE FEELS ARE BAD

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 39

(24) PARENTS SHOULD NOT BE ABLE TO SAY WHO THEIR CHILDREN CAN ASSOCIATE WITH.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 40

(25) MOST CRIMINALS COME FROM POOR FAMILIES

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 41

(26) IT IS A POLICEMAN'S DUTY TO PROTECT SOCIETY FROM OBSCENITY OR DIRTY BOOKS & MOVIES.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 42

(27) WHEN IT APPLIES TO YOUNG CHILDREN, CENSORSHIP IS REALLY NECESSARY.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 43

(28) WITHOUT MORAL CENSORSHIP, PEOPLE IN THIS COUNTRY WOULD BEHAVE LIKE ANIMALS.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 44

(29) THERE SHOULD BE NO LAWS PROHIBITING THE USE OF MARIJUANA.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 45

(30) PROSTITUTION SHOULD BE LEGAL.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 46

(31) THERE SHOULD BE NO LAWS AGAINST ABORTION.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 47

(32) THERE SHOULD BE NO LAWS AGAINST GAMBLING.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 48

(33) A POLICEMAN SHOULD ONLY ENFORCE THE LAWS THAT HE FEELS ARE JUST.

1 STRONGLY AGREE | 1 AGREE | UNDECIDED | 1 DISAGREE | 1 STRONGLY DISAGREE | CC 49

(34) THERE SHOULD BE SOME LIMITS TO "FREEDOM OF SPEECH."

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 50

(35) TOO MANY LAWS WILL USUALLY LEAD TO A DICTATORSHIP.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 51

(36) MOST JUVENILE DELINQUENTS WOULD CHANGE THEIR WAYS IF THEY HAD A GOOD HOME.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 52

(37) OFTEN INNOCENT PEOPLE ARE CONVICTED UNJUSTLY OF CRIMES THEY DID NOT COMMIT.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 53

(38) PEOPLE WITH A LOT OF MONEY ARE SELDOM CONVICTED IN COURT.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 54

(39) IN TRAFFIC COURTS, THE JUDGE USUALLY BELIEVES THE OFFICER RATHER THAN THE CITIZEN.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 55

(40) THE LAW WAS WRITTEN FOR THE RICH PEOPLE RATHER THAN POOR PEOPLE.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 56

(41) MOST OF THE PEOPLE WHO ARE CONVICTED IN COURT GO TO JAIL OR PRISON.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 57

(42) WHEN A MAN IS HUNGRY, IT IS OK FOR HIM TO STEAL.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 58

(43) MOST POLICEMEN REALLY HAVE LITTLE PERSONAL CONCERN FOR THE PEOPLE THEY ARREST.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 59

(44) MOST POLICEMEN ARE HONEST.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 60

(45) MOST POLICEMEN WILL NOT ARREST JUVENILES WHO ARE FROM RICH FAMILIES.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 61

(46) MOST POLICEMEN REALLY ENJOY GIVING PEOPLE TRAFFIC TICKETS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 62

(47) POLICEMEN WOULD BE BETTER ACCEPTED BY MINORITIES IF THEY DID NOT WEAR UNIFORMS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 63

(48) WOMEN REALLY HAVE NO PLACE IN POLICEWORK EXCEPT AS INSIDE OFFICE WORKERS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 64

(49) POLICE OFFICERS SHOULD BE ELECTED BY THE CITIZENS WHERE THEY WORK.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 65

(50) POLICEMEN SHOULD NOT ENFORCE THE LAW AS STRICTLY WHEN THEY WORK IN MINORITY AREAS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE | CC 66

(51) THERE SHOULD BE CITIZEN REVIEW BOARDS TO JUDGE THE ACTIONS OF POLICE OFFICERS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 67

(52) IT IS OK FOR A POLICEMAN TO TRY TO MAKE A DATE WITH A WOMAN WHEN HE IS ON DUTY.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 68

(53) IF YOU GIVE A CRIMINAL A BREAK, HE WILL TAKE ADVANTAGE OF YOU.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 69

(54) IF AN OFFICER ISN'T TOUGH WITH CRIMINALS, THEY WON'T HAVE ANY RESPECT FOR HIM.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 70

(55) MOST CRIMINALS WILL CHANGE THEIR WAYS IF THEY ARE JUST TREATED RIGHT IN PRISON.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 71

(56) TODAY, OUR PRISONS GIVE THE PRISONERS TOO MANY LUXURIES.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 72

(57) SOLITARY CONFINEMENT IS A PUNISHMENT THAT SHOULD NOT BE ALLOWED IN OUR PRISONS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 73

(58) PRISONERS WHO REFUSE TO OBEY SHOULD BE TIED TO A POST AND WHIPPED.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 74

(59) THERE SHOULD BE NO DEATH PENALTY IN THE STATE OF CALIFORNIA.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 75

(60) SOMETIMES IT IS JUSTIFIED FOR GUARDS TO BEAT PRISONERS.

I STRONGLY AGREE | I AGREE | UNDECIDED | I DISAGREE | I STRONGLY DISAGREE — CC 76

(61) ARE YOU NOW WORKING FOR SOME CRIMINAL JUSTICE AGENCY? (1) YES ☐ (2) NO ☐ — CC 77

(62) IF YOU ARE, IT IS (1) FULL TIME WORK ☐ OR (2) PART TIME WORK ☐ — CC 78

(63) — CC 79